

Community Anchor Framework for Rural Libraries

Statement of National Need: In collaboration with rural Promise Zone (PZ) libraries found in **Roosevelt Roads Puerto Rico, South Carolina Low Country, Southeastern Kentucky, and Southwest Florida**, Berea College, the lead applicant, is **requesting \$50,000 in planning funds**. The objective of the project is to design a community anchor framework for use by rural librarians and to pilot the framework at a culminating professional development gathering attended by librarians from rural PZs.

The PZ designation was established to address inequities related to where a person resides, and gives high poverty communities a structure to engage the federal government and local leaders in efforts that increase economic activity, improve educational opportunities, and enhance public health¹. The place where a person lives (specifically their zip code) is correlated to the likelihood of graduating high school, having positive health outcomes, and gaining access to economic opportunities². Within the four rural PZ communities listed above there are 36 public libraries serving 458,624 residents.

Each of our rural PZ communities have higher rates of poverty and unemployment along with lower educational attainment rates and poorer health outcomes than the national average. Living in these PZ zip codes is a predictive indicator of the life our residents will lead. This may not seem relevant to urban areas; however, rural America is interconnected to the needs of cities and suburbs and provides a critical mass of affordable and safe food, energy needs, clean drinking water and outdoor recreational activities. When rural America flourishes, the benefits are felt nationwide.

The need for this project was highlighted at the 2016 convening of rural PZ communities, when the Institute of Museums and Library Services (IMLS) shared project opportunities. Our libraries have long served as hubs of activity, and are uniquely positioned to serve as backbone organizations. This proposal, to create a community anchor framework for rural libraries, was developed as a result of the rural PZ convening.

Project Design: The funding will be used to construct and assess a framework to support rural libraries in serving as community anchors. In this context, being a community anchor means our libraries will identify, establish, and refine methods for collaborations between the library and stakeholders to address the needs of children and youth. Berea College, the lead education partner for the Southeastern Kentucky PZ, will guide the planning efforts. Berea College has an established history in serving as a community anchor, and regularly hosts a rural advisory group to share best practices. There are very few organizations in rural areas that understand how to function as a community anchor, and Berea College is frequently called upon to explain approaches for building robust community partnerships. Additionally, Berea College successfully administered a National Historic Publications and Records Commission leadership institute grant for library archivists. We have the knowledge, background, and experiences to successfully complete community anchor planning and training with PZ libraries.

We have learned that to serve as a community anchor, it is crucial for local residents to develop adaptive leadership skills to solve the distinctive contextual challenges experienced in rural communities. Adaptive leaders are those that can guide organizations, communities, and individuals in finding solutions and strategies to address systemic problems when there are no simple answers³. We have also learned that data collection and review, regular communication, and continuous improvement activities are fundamental sequences in an effective community anchor structure. **Our plan to develop a community anchor framework for rural**

¹ https://www.hud.gov/program_offices/comm_planning/economicdevelopment/programs/pz

² <https://www.rwjf.org/en/library/interactives/whereliveaffectshowlongyoulive.html>

³ <http://www4.ncsu.edu/unity/users/p/padilla/www/435-Leadership/Heifetz%20and%20Laurie%20The%20work%20of%20leadership.pdf>

libraries addresses the IMLS agency-level goal of strengthening libraries as essential partners in addressing the needs of their communities.

The planning work begins with the librarians establishing a population level result for all rural PZ children and youth. The community anchor framework guides the librarians in aligning stakeholders around the result. The specific planning deliverables are:

- **Establish population level result for PZ communities (November 2018):** PZ librarians and coordinators will be engaged in virtual discussions to establish a population level result.
- **Asset mapping of skills and training needs for each rural PZ library (December 2018 to February 2019):** Berea College will work with librarians in the PZ to identify gaps and opportunities and include an analysis of proficiencies related to meeting facilitation, collective impact efforts, grant writing, leadership styles, community engagement, communications, marketing, program design, data collection and program review.
- **Develop the community anchor framework for rural libraries (March to July 2019):** A framework will be developed that can guide the libraries' efforts to align community stakeholders in working toward the population result by developing strong cross-sector partnerships. PZ librarians will participate via calls and webinars.
- **Train rural PZ librarians (August 2019):** Eighteen of our PZ librarians will attend a conference where the framework will be shared. The conference will include professional development sessions designed to train librarians on elements of the framework. The training will support our librarians' efforts to serve as community anchors and implement the framework in his or her community.
- **Perform an evaluation of the planning process (September to October 2019):** An evaluation of the community anchor framework for rural libraries will be conducted. The evaluation will assess the quality and value of the framework and the professional development. The assessment will review indicators such as: (1) the number/percent of rural PZ librarians trained on the framework; (2) the number/percent of PZ librarians who report a desire to serve as a community anchor; (3) the number/percent of PZ librarians contributing to the design of the community anchor framework, and; (4) the percent of librarians indicating satisfaction with the professional development training.

National Impact: According to data from the United States Department of Agriculture (USDA), rural America is significant and includes *72% of the nation's land and 46 million people*⁴. Rural libraries are particularly situated to build connections among people, organizations, and government. The libraries in our PZ communities are dedicated to increasing educational opportunities, and understand that successful efforts require a strong cross-sector approach. Our libraries realize that education is intricately tied to many aspects of the community. Young people cannot achieve if they do not have adequate housing, food, and medical care, or if they do not have hope and aspirations. In rural communities, organizations often work in silos, rarely collaborating to achieve population level outcomes. We find that it is not that people do not want to work together; rather that they do not have the skills and tools needed to effectively do so.

This project is significant in that it will result in a framework that can be shared with rural practitioners and replicated by rural libraries across the country. Also of significance, the project supports the design of a curriculum to train rural librarians on the competencies needed to act as a community anchor.

Budget: The total budget request is \$50,000. The costs include: Coordinator 20% of time (\$8,500/year, plus \$2,470 in benefits); Librarian resource materials (\$4,500); Convening Trainers/Curricula Consultants (\$6,000); Convening travel, food and lodging costs for 18 librarians (\$28,530); Berea College will waive indirect costs (\$0).

⁴ <https://www.usda.gov/ruralprosperity>

APPLICATION FOR FEDERAL DOMESTIC ASSISTANCE - Short Organizational	
* 1. NAME OF FEDERAL AGENCY: Institute of Museum and Library Services	
2. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 45.312 CFDA TITLE: National Leadership Grants	
* 3. DATE RECEIVED: 01/31/2018	SYSTEM USE ONLY
* 4. FUNDING OPPORTUNITY NUMBER: NLG-LIBRARIES-FY18-2 * TITLE: National Leadership Grants for Libraries	
5. APPLICANT INFORMATION	
* a. Legal Name: Berea College	
b. Address:	
* Street1: 101 Chestnut Street	Street2:
* City: Berea	County/Parish: Madison
* State: KY: Kentucky	Province:
* Country: USA: UNITED STATES	* Zip/Postal Code: 40404-0001
c. Web Address: http://	
* d. Type of Applicant: Select Applicant Type Code(s): O: Private Institution of Higher Education Type of Applicant: Type of Applicant: * Other (specify):	* e. Employer/Taxpayer Identification Number (EIN/TIN): 61-0444650 * f. Organizational DUNS: 0019605660000 * g. Congressional District of Applicant: KY-006
6. PROJECT INFORMATION	
* a. Project Title: Community Anchor Framework for Rural Libraries	
* b. Project Description: In collaboration with rural Promise Zone (PZ) libraries found in Roosevelt Roads Puerto Rico, South Carolina Low Country, Southeastern Kentucky, and Southwest Florida, Berea College, the lead applicant, is requesting \$50,000 in planning funds. The objective of the project is to design a community anchor framework for use by rural librarians and to pilot the framework at a culminating professional development gathering attended by librarians from rural PZs.	
c. Proposed Project: * Start Date: 11/01/2018 * End Date: 10/31/2019	

APPLICATION FOR FEDERAL DOMESTIC ASSISTANCE - Short Organizational

7. PROJECT DIRECTOR

Prefix: Dr.	* First Name: Penny	Middle Name:
* Last Name: Jordan	Suffix:	
* Title: Associate Executive Director	* Email: penny_jordan@berea.edu	
* Telephone Number: 859-985-3955	Fax Number:	
* Street1: CPO 2185	Street2:	
* City: Berea	County/Parish: Madison	
* State: KY: Kentucky	Province:	
* Country: USA: UNITED STATES	* Zip/Postal Code: 40404-0001	

8. PRIMARY CONTACT/GRANTS ADMINISTRATOR

<input type="checkbox"/> Same as Project Director (skip to item 9):		
Prefix:	* First Name:	Middle Name:
	Heather	
* Last Name: DuFour	Suffix:	
* Title: Director of Grant Services	* Email: heather_dufour@berea.edu	
* Telephone Number: 859-985-3551	Fax Number:	
* Street1: CPO 2185	Street2:	
* City: Berea	County/Parish: Madison	
* State: KY: Kentucky	Province:	
* Country: USA: UNITED STATES	* Zip/Postal Code: 40404-0001	

APPLICATION FOR FEDERAL DOMESTIC ASSISTANCE - Short Organizational

9. * By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties (U.S. Code, Title 218, Section 1001)

** I Agree

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

AUTHORIZED REPRESENTATIVE

Prefix: <input type="text"/>	* First Name: Teri <input type="text"/>	Middle Name: <input type="text"/>
* Last Name: Thompson <input type="text"/>	Suffix: <input type="text"/>	
* Title: Vice President <input type="text"/>	* Email: teri_thompson@berea.edu <input type="text"/>	
* Telephone Number: 859-985-3040 <input type="text"/>	Fax Number: <input type="text"/>	
* Signature of Authorized Representative: Heather N Dufour <input type="text"/>	* Date Signed: 01/31/2018 <input type="text"/>	

IMLS PROGRAM INFORMATION SHEET

PLEASE NOTE: Information contained within this form may be made publicly available.

1. Applicant Information

a. Legal Name as it appears in SAM.gov (5a from SF424S):

b. Organizational D-U-N-S® Number (5f from SF-424S):

0	0	1	9	6	0	5	6	6
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c. Expiration date of your SAM.gov registration:

d. Organizational Unit Name (if different from Legal Name):

e. Organizational Unit Address (if different from Legal Name address)

Street 1:

Street 2:

City: County:

State: Zip+4/Postal Code:

4	0	4	0	4
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0	0	0	1
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f. Organizational Unit Type (check one):

- | | | |
|--|--|---|
| <input type="radio"/> Academic Library | <input type="radio"/> Library Association | <input type="radio"/> School Library or School District applying on behalf of a School Library or Libraries |
| <input type="radio"/> Aquarium | <input type="radio"/> Library Consortium | <input type="radio"/> Science/Technology Museum |
| <input type="radio"/> Arboretum/Botanical Garden | <input type="radio"/> Museum Library | <input type="radio"/> Special Library |
| <input type="radio"/> Art Museum | <input type="radio"/> Museum Services Organization/Association | <input type="radio"/> Specialized Museum** |
| <input type="radio"/> Children's/Youth Museum | <input type="radio"/> Native American Tribe/Alaska Native/Native Hawaiian Organization | <input type="radio"/> State Library |
| <input type="radio"/> Community College | <input type="radio"/> Natural History/Anthropology Museum | <input type="radio"/> State Museum Agency |
| <input type="radio"/> Digital Library | <input type="radio"/> Nature Center | <input type="radio"/> State Museum Library |
| <input checked="" type="radio"/> Four-year College | <input type="radio"/> Planetarium | <input type="radio"/> Zoo |
| <input type="radio"/> General Museum* | <input type="radio"/> Public Library | <input type="radio"/> Institution of higher education other than listed above |
| <input type="radio"/> Graduate School of Library and Information Science | <input type="radio"/> Research Library/Archives | <input type="radio"/> Other <input type="text"/> |
| <input type="radio"/> Historic House/Site | | |
| <input type="radio"/> Historically Black College or University (HBCU) | | |
| <input type="radio"/> History Museum | | |

* A museum with collections representing two or more disciplines equally (e.g., art and history)

** A museum with collections limited to one narrowly defined discipline (e.g., textiles, maritime, ethnic group)

IMLS PROGRAM INFORMATION SHEET

2. Organizational Financial Information

a. Please complete the following table for the Organizational Unit for the three most recently completed fiscal years.

Fiscal Year	Total Revenue*	Total Expenses**	Surplus or Deficit
2017	\$116,334,643	\$104,699,869	\$11,634,774
2016	\$114,135,168	\$102,374,199	\$11,760,969
2015	\$107,351,944	\$97,171,488	\$10,180,456

* For nonprofit tax filers, Total Revenue can be found on Line 12 of the IRS Form 990.

** For nonprofit tax filers, Total Expenses can be found on Line 18 of the IRS Form 990.

b. If you had a budget surplus or deficit greater than 10% of your annual operating budget for two or more of the three fiscal years listed above, please explain the circumstances of this surplus or deficit in the box below.

NA

c. Were there any material weaknesses identified in your prior year's audit report?

Yes No Not applicable

A **material weakness** is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

If **yes**, please explain.

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d. Has your organization had an A-133 audit in the past three years?

Yes No

IMLS PROGRAM INFORMATION SHEET

Refer to the Notice of Funding Opportunity for descriptions of these options and instructions for how to make selections.

3. Grant Program

a. Laura Bush 21st Century Librarian Program

1. Select one:

- Planning Grant
- National Forum Grant
- Project Grant
- Research Grant

2. Select one:

- Pre-professional
- Masters-level and Doctoral-level Programs
- Early Career Development
- Continuing Education

3. Select one

- Community Anchors
- National Digital Platform
- Curating Collections

b. National Leadership Grants for Libraries

1. Select one:

- Sparks Grant
- Planning Grant
- National Forum Grant
- Project Grant
- Research Grant

2. Select one:

- Community Anchors
- National Digital Platform
- Curating Collections

c. Native American/Native Hawaiian Library Services

1. Select one:

- Native American Basic Grant
- Native American Enhancement Grant
- Native Hawaiian Library Services

d. Museums for America

1. Select one:

- Learning Experiences
- Community Anchors
- Collections Stewardship

2. Select one:

- \$5,000–\$25,000 with no cost share permitted.
- \$25,001–\$250,000 with cost share required.

e. Museums Empowered (an MFA Special Initiative)

1. Select one:

- Digital Technology
- Diversity and Inclusion
- Evaluation
- Organizational Management

2. Select one:

- \$5,000–\$25,000 with no cost share permitted.
- \$25,001–\$250,000 with cost share required.

f. National Leadership Grants for Museums

1. Select one:

- Advancing Digital Assets and Capacity
- Collection Care and Access
- Diversity and Inclusion
- Professional Development

2. Select one:

- Non-research grant, \$50,000–\$1,000,000 with cost share required.
- Research grant, \$50,000–\$1,000,000 with no cost share required.
- Rapid prototyping grant, \$5,000–\$50,000 with no cost share required.

g. Museum Grants for African American History and Culture

1. Select one:

- \$5,000–\$25,000 with no cost share permitted.
- \$25,001–\$150,000 with cost share required.

h. Native American/Native Hawaiian Museum Services

4. Performance Goals

Select one of the following three IMLS agency-level goals: (a) Learning, (b) Community, or (c) Content and Collections. Then select at least one of the performance goals listed beneath it:

a. Learning

- Train and develop museum and library professionals
- Support communities of practice
- Develop and provide inclusive and accessible learning opportunities

b. Community

- Strengthen museums and libraries as essential partners in addressing the needs of their communities

c. Content and Collections

- Broaden access and expand use of the Nation's content and collections
- Improve management of the Nation's content and collections
- Improve preservation, conservation, and care of the Nation's content and collections

If you select a performance goal listed beneath Learning or Community for your project, please review in the NOFO the specific performance measure statement choices and the information you will be required to collect for each.

IMLS PROGRAM INFORMATION SHEET

5. Funding Request

a. IMLS funds requested: b. Cost share amount:

6. Population Served

Please select the target population(s) served by the proposed project:

- | | |
|---|--|
| <input checked="" type="checkbox"/> General Population | <input checked="" type="checkbox"/> Museum and/or Library Professionals |
| <input type="checkbox"/> Early Childhood/Preschool (0-5 years) | <input type="checkbox"/> Native Americans/Alaska Natives/Native Hawaiians |
| <input checked="" type="checkbox"/> Middle Childhood/Primary School (6-12 years) | <input type="checkbox"/> People with Mental or Physical Challenges/Disabilities |
| <input checked="" type="checkbox"/> Adolescents/High School (13-19 years) | <input checked="" type="checkbox"/> People Who Are Low Income/Economically Disadvantaged |
| <input type="checkbox"/> Adults | <input checked="" type="checkbox"/> Rural Populations |
| <input type="checkbox"/> Aging, Elderly, Senior Citizens (65+ years) | <input type="checkbox"/> Scholars/Researchers |
| <input type="checkbox"/> Ethnic or Racial Minority Populations other than Native Americans/Native Hawaiians | <input type="checkbox"/> Unemployed |
| <input type="checkbox"/> Families/Intergenerational | <input type="checkbox"/> Urban Populations |
| <input type="checkbox"/> Immigrants/Refugees | <input type="checkbox"/> Other |
| <input type="checkbox"/> Military Families | |

If other, please specify:

7. Museum Profile (Museum Applicants Only)

- a. Is your institution organized on a permanent basis for essentially educational or aesthetic purposes, and is it **either** a private not-for-profit organization that has tax-exempt status under the Internal Revenue Code **or** a unit of state or local government? Yes No
- b. Does your institution own or use tangible objects, either animate or inanimate? Yes No
- c. Does your institution care for these objects? Yes No
- d. Does your institution exhibit these objects to the general public at least 120 days a year through facilities your institution owns or operates? Yes No

e. Your institution's attendance for the 12-month period prior to the application

f. Year your institution was first open and exhibiting to the public:

g. Total number of days your institution was open to the public for the 12-month period prior to application:

h. Does your institution employ at least one professional staff member, or the full-time equivalent, whether paid or unpaid, who is primarily engaged in the acquisition, care, or exhibition to the public of tangible objects owned or used by your institution? Yes No

i. Number of full-time paid institution staff:

j. Number of full-time unpaid institution staff:

k. Number of part-time paid institution staff:

l. Number of part-time unpaid institution staff:

IMLS PROGRAM INFORMATION SHEET

8. Project Elements (Museums for America Only)

Your response to this question will help us match your application to reviewers with appropriate experience. Make your choice under the project category that you selected in Question 3 (Grant Program).

LEARNING EXPERIENCES

If you are applying in the Learning Experiences Project Category, select the **primary** element that is core to your proposed project from the list below (**check only one**):

- | | |
|---------------------------------------|---|
| <input type="radio"/> Adult Programs | <input type="radio"/> Interpretation |
| <input type="radio"/> Digital Media | <input type="radio"/> K-12 Programs, With Schools |
| <input type="radio"/> Early Learning | <input type="radio"/> K-12 Programs, Out of School |
| <input type="radio"/> Exhibitions | <input type="radio"/> Professional Development/Training |
| <input type="radio"/> Family Programs | <input type="radio"/> Public Programs |

COMMUNITY ANCHORS

If you are applying in the Community Anchors Project Category, select the **primary** element that is core to your proposed project from the list below (**check only one**):

- | | |
|---|---|
| <input type="radio"/> Audience Research and Evaluation | <input type="radio"/> Community Outreach/Audience Development |
| <input type="radio"/> Civic Engagement | <input type="radio"/> Digital Media |
| <input type="radio"/> Community-Driven Exhibitions and Programs | <input type="radio"/> Professional Development/Training |
| <input type="radio"/> Community-Focused Planning Activities | |

COLLECTIONS STEWARDSHIP

If you are applying in the Collections Stewardship Project Category, select the **primary** element that is core to your proposed project from the list below (**check only one**):

Access and Use

- Database Management
- Digitization
- Software Applications
- Website Development

Collections Management

- Cataloguing, Inventorying, Registration
- Collections Information Management
- Collections Planning

Conservation

- Conservation Environmental Improvement/Rehousing
- Conservation Survey
- Conservation Treatment
- Professional Development/Training

Please identify the material type(s) that will be affected by your project:

- | | |
|---|---|
| <input type="checkbox"/> Animals, living | <input type="checkbox"/> Photographic Materials |
| <input type="checkbox"/> Animals, preserved | <input type="checkbox"/> Plants, living |
| <input type="checkbox"/> Architecture | <input type="checkbox"/> Plants, preserved |
| <input type="checkbox"/> Books and Paper | <input type="checkbox"/> Sculpture |
| <input type="checkbox"/> Electronic Media | <input type="checkbox"/> Textiles |
| <input type="checkbox"/> Objects | <input type="checkbox"/> Wooden Artifacts |
| <input type="checkbox"/> Paintings | |